

## SECONDARY SCHOOL ANNUAL EXAMINATIONS 2006

Educational Assessment Unit – Education Division

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**FORM 4**

**ENGLISH**  
**LISTENING COMPREHENSION**

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**Teacher's Paper**

**Instructions for the conduct of the Listening Comprehension Examination**

The teacher should instruct the candidates to answer the questions on the paper provided. The following procedure for reading the Listening Comprehension passage is to be explained to the candidates immediately before proceeding with the examination.

*You have been given a sheet containing the Listening Comprehension questions. I shall first read through the questions and then read the passage at normal reading speed. You may take notes on the blank sheet provided during the reading. After this reading there will be a pause of another three minutes to allow you to answer some of the questions. The passage will be read a second time and you may take further notes and answer the rest of the questions. After this second reading you will be given a further three minutes for a final revision of answers.*

- a. 3 minutes - Teacher reads out the questions
- b. 3 minutes - First reading aloud of passage while students take notes
- c. 3 minutes - Students may answer questions
- d. 3 minutes - Second reading of passage and possibility of answering questions
- e. 3 minutes - Final revision

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**FORM 4**

**ENGLISH**  
**LISTENING COMPREHENSION**

**TIME: 15 minutes**

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**Exercise and Sports**

Taking exercise outdoors is one of the cheapest ways to get fit and stay fit. The type of activity you take up will depend largely on the area in which you live. Jogging can be carried out almost anywhere, but if you live in a crowded city it may be safer and more enjoyable if you jog in a local park or recreation ground.

Walking is the easiest form of exercise, but to improve fitness, it should exert you enough to make you slightly breathless and to increase your pulse rate. This means a long, brisk walk, not just a comfortable stroll.

Cycling is extremely good for developing stamina and strength, but usually only the muscles of the back and legs benefit. Again it is important to keep the pace up, and this usually means extra care about road safety.

Of all types of exercise, swimming is probably the best. This is because unlike many other types of exercise, you are unlikely to strain yourself by overdoing things in the early stages since your body is supported by water.

Taking part in active sport is an enjoyable and challenging way to exercise, although the benefits depend on the type of sport involved. Team games are a popular form of exercise in schools, and they can be an important part of a fitness programme. Games such as tennis and squash are ideal, because they require stamina, strength and constant movement.

Sports can have the disadvantage that injury is relatively common, but with proper coaching, this should not put anyone off from using sport to improve their overall fitness.

# SECONDARY SCHOOL ANNUAL EXAMINATIONS 2006

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**FORM 4**

## **ENGLISH LISTENING COMPREHENSION**

**TIME: 15 minutes**

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**In questions 1-4 put a tick (✓) in the right box to say whether the sentences are TRUE (T), FALSE (F) or NO INFORMATION GIVEN (NIG). (4 marks)**

1. Taking exercise outdoors is very expensive.
2. In a city it's possibly more fun jogging in a park.
3. Cycling benefits all the muscles of the body.
4. You benefit from swimming if you swim once a day.

T	F	NIG

**In questions 5-8 fill in the blanks with a suitable word from the passage. (4 marks)**

5. Probably swimming is the \_\_\_\_\_ type of exercise.
6. \_\_\_\_\_ supports your body while swimming.
7. Different sports offer different types of \_\_\_\_\_.
8. Team games are very \_\_\_\_\_ in schools.

**In questions 9 and 10 tick (✓) the correct answer. (2 marks)**

9. As regards the playing of tennis and squash the writer mentions:

- |                          |                               |
|--------------------------|-------------------------------|
| <input type="checkbox"/> | a) one health requirement.    |
| <input type="checkbox"/> | b) two health requirements.   |
| <input type="checkbox"/> | c) three health requirements. |
| <input type="checkbox"/> | d) four health requirements.  |

10. Injury in sport , according to the passage , is:

- |                          |                      |
|--------------------------|----------------------|
| <input type="checkbox"/> | a) very common.      |
| <input type="checkbox"/> | b) extremely common. |
| <input type="checkbox"/> | c) not common.       |
| <input type="checkbox"/> | d) quite common.     |

**SECONDARY SCHOOL ANNUAL EXAMINATIONS 2006**

Educational Assessment Unit – Education Division

**FORM 4****ENGLISH****TIME: 2 hours**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

MARKS			
Listening Compr.	Oral Assessment	Written Paper	Total

- A. Match the statements in Column A with the question tags in Column B, by writing the appropriate number in the space provided. (5 marks)**

*The first one has been done for you.*

**Column A****Column B**

0	Tom is playing football,		didn't they?
1.	He went to school yesterday,		have they?
2.	The girls have not finished their work,		doesn't she?
3.	She will meet my brother,	0	isn't he?
4.	The workers spoke to the manager,		haven't they?
5.	Bees work hard,		did he?
6.	Peter didn't arrive late,		do they?
7.	They never pay attention,		won't she?
8.	She writes neatly,		will she?
9.	The boys have gone fishing,		didn't he?
10.	Mary will not go shopping,		don't they?

- B. Fill in the blank spaces with a suitable word.**

**(5 marks)**

It is easy (1) \_\_\_\_\_ understand why so many (2) \_\_\_\_\_ us are so fond of birds. They are lively, lovely and a part of our (3) \_\_\_\_\_, but at a clap of our (4) \_\_\_\_\_ they lift into the (5) \_\_\_\_\_ and vanish into their (6) \_\_\_\_\_ world. It is (7) \_\_\_\_\_ surprising that human (8) \_\_\_\_\_ have studied birds with greater dedication (9) \_\_\_\_\_ they have shown towards any group of animal. Our fascination with birds may come from watching (10) \_\_\_\_\_ they behave.

**C. Fill in the blanks with a word derived from the one in brackets.****(10 marks)**

Eg. It was a beautiful picture indeed. (beauty)

1. Mount Everest is \_\_\_\_\_ than Mont Blanc. (high)
2. I could not endure the \_\_\_\_\_ of the sun any longer. (hot)
3. Many \_\_\_\_\_ are sold every day at the market. (produce)
4. My favourite \_\_\_\_\_ at school is woodwork. (active)
5. Peter wrote the answers \_\_\_\_\_. (care)
6. There was a wide \_\_\_\_\_ of questions in the paper. (choose)
7. John told the teacher that he had \_\_\_\_\_ his homework. (forget)
8. It was a \_\_\_\_\_ situation and they all died. (hope)
9. I \_\_\_\_\_ myself very much when I go out. (joy)
10. Some parts of the country are very \_\_\_\_\_. (mountain)

**D. Comprehension.****(20 marks)**

**Read the following passage and then answer the questions which follow.**

**A load of old rubbish?**

“Waste not, want not,” the old grandmother said as she carefully removed the string from parcels and folded brown paper away for re-use. If she received anything wrapped in fancy paper, she kept it for the following year’s presents.

- 5 Such economy seems strange in today’s society, where disposable things are considered convenient, and cupboards are filled with boxes, packets and cartons.

Nowadays, packaging is not only used to protect goods but also as an attraction. The idea of a ‘gift pack’ where gift wrapping is as important as the gift itself, would have been regarded as a cheat thirty years ago. Today it is acceptable for even a packet of biscuits to be enclosed in three layers of wrapping.

- 10 But we pay a high price for our sophisticated packaging. It costs Britain 720 million pounds a year to dispose of **its** rubbish (70% of **which** is packaging). The average family uses up to six trees’ worth of paper a year and, if all the cans used in Britain in one year were placed end to end, **they** would reach to the moon and back twice!

- 15 How much rubbish goes into our bins? Amanda Brown and her husband, David, offered to analyse the contents of their weekly household waste. As a young professional couple working long hours, most of their shopping consisted of convenience foods. They had expected to have a lot of rubbish, but still, they were shocked to find out that their waste bag was one metre high and weighed six kilos!

- 20 Their bin was bulging with paper. In one week alone they threw out 300 sheets of newspapers, twelve bits of junk mail, all unread, five old magazines and nine brightly coloured boxes which had

once been home to a pre-cooked meal, assorted pizzas and biscuits. The rest of their rubbish was a sad, smelly assortment of baked beans and sweetcorn tins and burger cartons. "Yuk," said David, as they sorted through their bin bag.

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According to Pippa Atkinson of Friends of the Earth, our paper and the metal in our cans are valuable materials which could easily have been reprocessed and re-used. She was more worried about our use of plastic, which is difficult to dispose of and may last for hundreds of years. She would like to see people using less plastic. "I'm prepared to pay a little more for things that aren't packaged in plastic. Making plastic uses oil, which is running out. It should not be thought of as a cheap, disposable product," she says.

Tick ( ✓ ) the best answer in questions (1) and (2).

1. "to dispose of" (line 11) means: (1 mark)

- |                          |                       |
|--------------------------|-----------------------|
| <input type="checkbox"/> | a. to make use of.    |
| <input type="checkbox"/> | b. to throw away.     |
| <input type="checkbox"/> | c. to store.          |
| <input type="checkbox"/> | d. to give to others. |

2. David and Amanda Brown buy much convenience food because: (1 mark)

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | a. they prefer it to other food.                          |
| <input type="checkbox"/> | b. it is cheap.   |
| <input type="checkbox"/> | c. they do not have much time to prepare food themselves. |
| <input type="checkbox"/> | d. it generates a lot of rubbish.                         |

3. What do the following refer to in the passage? (4 marks)

- a. its (line 11) \_\_\_\_\_
- b. which (line 11) \_\_\_\_\_
- c. they (line 12) \_\_\_\_\_
- d. it (line 28) \_\_\_\_\_

4. State whether each of the following statements is TRUE or FALSE and give one reason for your answer. (2 marks)

- a. Even a packet of biscuits may generate a lot of rubbish. \_\_\_\_\_.

Reason \_\_\_\_\_

\_\_\_\_\_

- b. Disposing of rubbish in Britain is not expensive \_\_\_\_\_.

Reason \_\_\_\_\_

\_\_\_\_\_

5. From the first fifteen lines, find one word every time which means the same as: (4 marks)

- a) with a lot of decoration \_\_\_\_\_
- b) next \_\_\_\_\_
- c) saving money \_\_\_\_\_
- d) dishonest trick \_\_\_\_\_

6. Give two reasons why Pippa Atkinson would rather not buy things packaged in plastic.

(2 marks)

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7. In not more than 40 words give three reasons why David and Amanda Brown felt “shocked” (line 17 ) by the amount of their weekly household rubbish. (6 marks)

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**E. Literature.**

**(20 marks)**

**Answer every Section.**

**SECTION 1 – POETRY**

**(10 marks)**

**Answer either question (1) or question (2).**

**EITHER**

1. Read the poem carefully and answer the questions which follow.

**The Fog**

I saw the fog grow thick  
Which soon made blind my ken;\*  
It made tall men of boys,  
And giants of tall men.

It clutched my throat, I coughed;  
Nothing was in my head  
Except two heavy eyes  
Like balls of burning lead.

And when it grew so black  
That I could know no place,  
I lost all judgement then  
Of distance and of space.

The street lamps, and the lights  
Upon halted cars,  
Could either be on earth  
Or be heavenly stars.

A man passed by me close,  
I asked my way, he said,  
'Come, follow me, my friend.'  
I followed where he led.

He walked the stones in front,  
'Trust me,' he said, 'and come':  
I followed like a child –  
A blind man led me home.

W H Davies

- *ken* = ability to see and observe

**Tick ( ✓ ) the best answer in questions (a) – (c).**

a. 'I' in the poem refers to

(1 mark)

- |                          |                                  |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | i. the fog.                      |
| <input type="checkbox"/> | ii. the poet, who is a child.    |
| <input type="checkbox"/> | iii. the poet who is a grown-up. |
| <input type="checkbox"/> | iv. the blind man.               |

b. The rhyme scheme of the poem is

(1 mark)

- |                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | i. a b c d.   |
| <input type="checkbox"/> | ii. a b c b.  |
| <input type="checkbox"/> | iii. a b b c. |
| <input type="checkbox"/> | iv. a b a b.  |

c. Give one example of (i) personification and one example of (ii) simile.

(2 marks)

- i) \_\_\_\_\_
- ii) \_\_\_\_\_

d. In your own words, explain why, according to the poet, the fog "grew so black".

(2 marks)

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- e. The fog seems to be confusing the poet all the time. Give two examples of such confusion.

(2 marks)

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

- f. "A blind man led me home. Give one reason why, in your opinion, this line is very important in the poem.

(2 marks)

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**OR**

2. Write between 50 and 60 words about a poem you have done at school this year.

Title of the poem: \_\_\_\_\_ (1 mark)

Name of the poet: \_\_\_\_\_ (1 mark)

The poem is about \_\_\_\_\_

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(4 marks)

I like this poem because \_\_\_\_\_

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(4 marks)

**SECTION 2 – PROSE / DRAMA**

**(10 marks)**

Write between 50 and 60 words about a novel, short story or play you have done at school this year.

Title: \_\_\_\_\_ (1 mark)

Name of the writer: \_\_\_\_\_ (1 mark)

The novel / story is about \_\_\_\_\_

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I like this story because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (4 marks)

**Write between 180 and 200 words on ONE of the following:**

- John: Tomorrow is Friday.  
Mary: Thank God! For me the weekend starts on Friday night.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

